

**Texas Education Agency
Standard Application System (SAS)**

2014–2016 Educator Excellence Innovation Program		
Program authority:	General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature	FOR TEA USE ONLY Write NOGA ID here:
Grant period:	April 1, 2014, to August 31, 2016	<div style="writing-mode: vertical-rl; transform: rotate(180deg);"> RECEIVED TEXAS EDUCATION AGENCY JAN 23 PM 3:17 DOCUMENT CONTROL CENTER </div>
Application deadline:	5:00 p.m. Central Time, Thursday, January 23, 2014	
Submittal information:	Four complete copies of the application, at least three with original signature (blue ink preferred), must be received no later than the aforementioned time and date at this address: Document Control Center, Division of Grants Administration Texas Education Agency 1701 North Congress Ave Austin TX 78701-1494	
Contact information:	Tim Regal: Tim.Regal@tea.state.tx.us (512) 463-0961	
Schedule #1—General Information		
Part 1: Applicant Information		

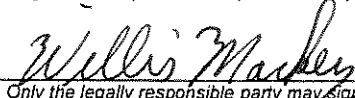
Organization name Judson Independent School District	Vendor ID # 1741556846	Mailing address line 1 8012 Shin Oak Drive	
Mailing address line 2	City Live Oak	State TX	ZIP Code 78233
County- District # Campus number and name 015916	ESC Region # 20	US Congressional District # 28	DUNS # 010542637
Primary Contact			
First name Kamara	M.I. L	Last name Adams	Title District Grant Writer and Compliance Specialist
Telephone # (210) 945-5329	Email address kadams@judsonisd.org		FAX # (210) 945-6903
Secondary Contact			
First name Sharon	M.I.	Last name Roddy	Title Director of Federal Programs and Grants
Telephone # (210) 945-5325	Email address sroddy@judsonisd.org		FAX # (210) 945-6903

Part 2: Certification and Incorporation

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. **It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.**

Authorized Official:

First name Willis	M.I.	Last name Mackey	Title Superintendent of Schools
Telephone # (210) 945-5402	Email address wmackey@judsonisd.org		FAX # (210) 945-6900
Signature (blue ink preferred)			Date signed



Only the legally responsible party may sign this application.

January 22, 2014

Schedule #1—General Information (cont.)County-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	<input type="checkbox"/>	<input type="checkbox"/>
8	Professional and Contracted Services (6200)	<input type="checkbox"/>	<input type="checkbox"/>
9	Supplies and Materials (6300)	<input type="checkbox"/>	<input type="checkbox"/>
10	Other Operating Costs (6400)	<input type="checkbox"/>	<input type="checkbox"/>
11	Capital Outlay (6600/15XX)	<input type="checkbox"/>	<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines</u> for this grant.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.

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Schedule #2—Required Attachments and Provisions and AssurancesCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	Monitor and ensure practice alignment to ensure that each Educator Excellence Innovation Program (EEIP) practice works in concert with all other EEIP practices to enhance administrative and educator effectiveness and efficiency.
4.	Monitor and ensure that EEIP practices lead to the improvement in student learning and student academic performance.
5.	The EEIP plan must be developed by the district-level planning and decision-making committee under the TEC, Chapter 11, Subchapter F.
6.	Approval from TEA prior to modifying the district's local educator excellence innovation plan practices as they are described in the district's original application.
7.	Participation in required technical assistance activities established by TEA, including assistance in implementing EEIP practices.

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Schedule #4—Request for AmendmentCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Division of Grants Administration, Texas Education Agency, 1701 N. Congress Ave., Austin TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-7915.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend" guidance posted in the Amendments section of the Division of Grants Administration [Grant Management Resources](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

#	Schedule #	Class/ Object Code	A	B	C	D
			Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600/ 15XX	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)County-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	# of Schedule Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive SummaryCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Judson ISD will develop and implement an Empowered Effective Educators (E³) program in order to improve teacher retention rates.

E³'s theory of action is to strengthen teacher-to-teacher interaction through informal and formal networks focused on quality practice. E³ is a targeted, job-embedded professional development program that will accomplish three outcomes by the summer of 2015:

- Pilot a peer-to-peer learning practice that is personalized and strengthens feedback;
- Build teacher leadership capacity to support professional learning (The E³ Team); and
- Identify more professional learning time (resource optimization).

E³ will be supported by the district's human resources department, with the goals of streamlining and integrating human capital functions (hiring, placing, growing, and retaining staff), along with building both strategic management and project management capacity.

The E³ proposal is designed to build on the current strengths of Judson ISD's Human Resources Department and take the first steps to transform it into a Professional Learning system. E³'s theory of action – to strengthen teacher-to-teacher interaction through informal and formal social networks will result in increased teacher retention.

The total estimated cost for the resources needed for E³ implementation over the next year is \$1,000,000. These resources will allow Judson ISD to (1) provide protocol training and support to a corps of teacher leaders who are piloting a peer-to-peer learning model throughout the district; (2) create a leadership team with the time, resources, and mandate to manage this work; and (3) study district and school schedules to identify practical time solutions for schools to deepen peer-to-peer learning in the 2014 – 2015 school year.

Project Description

Judson ISD must engage our teachers in a stronger cycle of continuous professional learning. We believe that professional learning, at its heart, must share the same attributes as student learning – it must be purposeful, supportive, and meaningful, which are the three attributes at the heart of Judson ISD's Instructional Practice Framework. Judson ISD will engage in three activities that we expect to provide the connective tissue for this professional learning:

- Pilot a peer-to-peer learning practice that is personalized and strengthens feedback
- Build teacher leadership capacity to support professional learning (The E³ Team)
- Identify more professional learning time (resource optimization).

The E³ Model

The goal is for Judson ISD's teacher retention rate to increase. Judson ISD will develop a professional practice by ensuring that professional learning echoes student learning, with purposeful, supportive, and meaningful opportunities for the professionals involved.

Resources/Inputs

- Process: Ensure formal and informal professional learning experiences are purposeful, meaningful, and supportive (including the traditional professional development time, release time from classes, and interstitial time available in the schedule).
- People: Utilize and enhance the capacity and capability that exists within Judson ISD for professional learning, by identifying, training, utilizing, and compensating Empowered Teachers to support the development of their peers.

High Level Activities to Drive Change

- Pilot a peer-to-peer learning practice that is personalized and strengthens feedback
- Build teacher leadership capacity to support professional learning (The E³ Team)
- Identify more professional learning time (resource optimization).

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Schedule #5—Program Executive Summary (cont.)County-district number or vendor ID: **015916**

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Milestones

- Identify 27 (1 per campus) Empowered Teachers form groups (grade level and subject) and Identify professional development needs and common professional learning interests.
- Train 27 Empowered Teachers on selected protocols.
- Hire an E³ Project Director
- Formalize E³ team.
- Establish processes and routines for E³ team.
- Resources, support, and coaching will be provided to Empowered Teachers on consistent and timely basis by E³ team.
- Convene school leaders and teachers to identify potential schedule configurations to allow for more professional learning time.
- Provide schools with options to implement professional learning time schedule configurations for the 2014 – 2015 school year.

Build Teacher Leadership Capacity

Judson ISD's key milestone is to form a team comprised mostly of teachers to manage this work as a new kind of hybrid team. This is a high-functioning team and as a team they will balance administrative and teacher needs.

Identify More Professional Learning Time (Resource Optimization)

The key step in finding more time is convening school leaders and teachers to identify potential schedule configurations to allow for more professional learning time.

The final step in this process will be providing schools with options to implement for the 2014 – 2015 school year. These options will be practical alternatives to the existing schedules that schools are using, maintaining instructional time, while allotting more time for Empowered Teachers to meet with their facilitated groups.

Specific Need Addressed Supporting Peer to Peer Learning

The goal for E³ is to connect teachers to resources. Some resources already exist, other expert teachers; some resources need to be strengthened and provided, such as the E³ team and protocol training respectively. These resources, woven together, will maximize focus and efficiency in professional learning. Some of the resources exist in an organized hierarchy within the district; but other aspects must be created at the school- and classroom-levels. In particular, the existing hierarchy is very skilled at compliance-oriented tasks and E³ will build the capacity to shift to a more support-oriented framework.

Learning and Evaluation

- The three major outcomes include:
- Pilot a peer-to-peer learning practice that is personalized and strengthens feedback;
- Build teacher leadership capacity to support professional learning (The E³ Team); and
- Identify more professional learning time (resource optimization).

The outcomes and milestones for the grant will be measured via whether or not actions were completed. For example, whether or not the E³ Project Director was hired and whether or not training was provided. The E³ team will track the implementation of the professional learning systems and teacher retention rates will also be tracked.

Furthermore, the E³ team will meet throughout the 2014 – 2015 school year to monitor progress on several aspects of the E³ program using data collected from teachers.

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Texas Education Agency Standard Application System (SAS)

Schedule #6—Program Budget Summary									
County-district number or vendor ID: 015916				Amendment # (for amendments only):					
Program authority: General Appropriations Act, Article III, Rider 47, 83 rd Texas Legislature									
Project period: April 1, 2014, through August 31, 2016				Fund code: 429					
Part 1: Budget Summary									
Schedule #	Title	Class/ Object Code	Year 1 (4/1/14 – 8/31/15)		Year 2 (9/1/14 – 8/31/16)		Total Budgeted Costs	Total Budgeted Costs	Total Budgeted Costs
			Direct Program Costs	Direct Admin Costs	Total Budgeted Costs	Direct Program Costs			
Schedule #7	Payroll Costs (6100)	6100	\$992,003	\$	\$992,003	\$	\$	\$997,760	\$997,760
Schedule #8	Professional and Contracted Services (6200)	6200	\$3,197	\$	\$3,197	\$	\$		\$
Schedule #9	Supplies and Materials (6300)	6300	\$3,300	\$	\$3,300	\$	\$	\$750	\$750
Schedule #10	Other Operating Costs (6400)	6400	\$1,500	\$	\$1,500	\$	\$	\$1,490	\$1,490
Schedule #11	Capital Outlay (6600/15XX)	6600/15XX	\$	\$	\$	\$	\$	\$	\$
Total direct costs:			\$1,000,000.00	\$	\$1,000,000.00	\$	\$	\$1,000,000.00	\$1,000,000.00
Percentage% indirect costs (see note):			N/A	\$	\$	N/A	\$	\$	\$
Grand total of budgeted costs (add all entries in each column):			\$1,000,000.00	\$	\$1,000,000.00	\$	\$	\$1,000,000.00	\$1,000,000.00
Administrative Cost Calculation									
Enter the total grant amount requested:			Year 1		Year 2				
			\$1,000,000		\$1,000,000				
Percentage limit on administrative costs established for the program (10%):			x .10		x .10				
Multiply and round down to the nearest whole dollar. Enter the result.									
This is the maximum amount allowable for administrative costs, including indirect costs:			\$100,000		\$100,000				

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount. Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

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**Texas Education Agency
Standard Application System (SAS)**

Schedule #7—Payroll Costs (6100)

County-district number or vendor ID: 015916			Amendment # (for amendments only):	
Employee Position Title	Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Year 1	Year 2
Academic/Instructional				
1 Teacher			\$	\$
2 Educational aide			\$	\$
3 Tutor			\$	\$
Program Management and Administration				
4 Project director	1		\$58,000.00	\$58,000.00
5 Project coordinator			\$	\$
6 Teacher facilitator			\$	\$
7 Teacher supervisor			\$	\$
8 Secretary/administrative assistant			\$	\$
9 Data entry clerk			\$	\$
10 Grant accountant/bookkeeper			\$	\$
11 Evaluator/evaluation specialist			\$	\$
Auxiliary				
12 Counselor			\$	\$
13 Social worker			\$	\$
14 Community liaison/parent coordinator			\$	\$
Other Employee Positions				
15 Title			\$	\$
16 Title			\$	\$
17 Title			\$	\$
18	Subtotal employee costs:		\$	\$
Substitute, Extra-Duty Pay, Benefits Costs				
19 6112	Substitute pay		\$38,845.50	\$36,120.00
20 6119	Professional staff extra-duty pay		\$889,357.50	\$897,400.00
21 6121	Support staff extra-duty pay		\$	\$
22 6140	Employee benefits (Calculated @ 10%)		\$5,800.00	\$5,800.00
23 61XX	Tuition remission (IHEs only)		\$	\$
24	Subtotal substitute, extra-duty, benefits costs		\$	\$
25	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):		\$992,003.00	\$997,760.00

For guidance on when to submit an amendment for changes to salary amounts in line items and a list of unallowable costs, see the guidance posted in the "Amendments" and "Grant Management Resources" sections of the Division of Grants Administration [Grant Management Resources](#) page

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Schedule #8—Professional and Contracted Services (6200)

County-district number or vendor ID: 015916

Amendment # (for amendments only):

NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.

Expense Item Description		Year 1	Year 2
6269	Rental or lease of buildings, space in buildings, or land Specify purpose:	\$	\$
6299	Contracted publication and printing costs (specific approval required only for nonprofits) Specify purpose:	\$	\$
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		\$	\$

Professional Services, Contracted Services, or Subgrants Less Than \$10,000

#	Description of Service and Purpose	Check If Subgrant	Year 1	Year 2
1	Contracted services for professional development	<input type="checkbox"/>	\$3,197.00	\$
2		<input type="checkbox"/>	\$	\$
3		<input type="checkbox"/>	\$	\$
4		<input type="checkbox"/>	\$	\$
5		<input type="checkbox"/>	\$	\$
6		<input type="checkbox"/>	\$	\$
7		<input type="checkbox"/>	\$	\$
8		<input type="checkbox"/>	\$	\$
9		<input type="checkbox"/>	\$	\$
10		<input type="checkbox"/>	\$	\$

b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:

\$3,197.00

\$

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000

1	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	

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Schedule #8—Professional and Contracted Services (6200) (cont.)

County-District Number or Vendor ID: 015916

Amendment number (for amendments only):

Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)

2	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
3	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
4	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$
5	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
		Total budget:	\$	\$

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Schedule #8—Professional and Contracted Services (6200) (cont.)County-District Number or Vendor ID: **015916** Amendment number (for amendments only):**Professional Services, Contracted Services, or Subgrants Greater Than or Equal to \$10,000 (cont.)**

6	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
7	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
8	Specify topic/purpose/service:		<input type="checkbox"/> Yes, this is a subgrant	
	Describe topic/purpose/service:			
	Contractor's Cost Breakdown of Service to Be Provided		Year 1	Year 2
	Contractor's payroll costs	# of positions:	\$	\$
	Contractor's subgrants, subcontracts, subcontracted services		\$	\$
	Contractor's supplies and materials		\$	\$
	Contractor's other operating costs		\$	\$
	Contractor's capital outlay (allowable for subgrants only)		\$	\$
Total budget:		\$	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
a. Subtotal of professional services, contracted services, and subgrant costs requiring specific approval:		\$	\$	
b. Subtotal of professional services, contracted services, or subgrants less than \$10,000:		\$3,197.00	\$	
c. Subtotal of professional services, contracted services, and subgrants greater than or equal to \$10,000:		\$	\$	
d. Remaining 6200—Professional services, contracted services, or subgrants that do not require specific approval:		\$	\$	
(Sum of lines a, b, c, and d) Grand total		\$3,197.00	\$	

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #9—Supplies and Materials (6300)

County-District Number or Vendor ID: 015916					Amendment number (for amendments only):		
Expense Item Description							
6399	Technology Hardware—Not Capitalized						
	#	Type	Purpose	Quantity	Unit Cost	Year 1	Year 2
	1	Telephone	E ³ Project Manager	1	\$450.00	\$2,300.00	\$
	2	Computer	E ³ Project Manager	1	\$650.00		
	3	Monitor	E ³ Project Manager	1	\$150.00		
	4	Printer	E ³ Project Manager	1	\$450.00		
5	iPad	E ³ Project Manager	1	\$600.00			
6399	Technology software—Not capitalized					\$	\$
6399	Supplies and materials associated with advisory council or committee					\$	\$
Subtotal supplies and materials requiring specific approval:						\$	\$
Remaining 6300—Supplies and materials that do not require specific approval:						\$1,000.00	\$750.00
Grand total:						\$3,300.00	\$750.00

For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #10—Other Operating Costs (6400)

County-District Number or Vendor ID: 015916		Amendment number (for amendments only):	
Expense Item Description		Year 1	Year 2
6411	Out-of-state travel for employees (includes registration fees)	\$	\$
	Specify purpose:		
6412	Travel for students (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations.	\$	\$
	Specify purpose:		
6413	Stipends for non-employees (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
6419	Travel for non-employees (includes registration fees; does not include field trips): Specific approval required only for nonprofit organizations	\$	\$
	Specify purpose:		
6411/ 6419	Travel costs for executive directors (6411); superintendents (6411); or board members (6419): Includes registration fees	\$1,500.00	\$1,490.00
	Specify purpose: Travel between 27 campuses (mileage)		
6429	Actual losses that could have been covered by permissible insurance	\$	\$
6490	Indemnification compensation for loss or damage	\$	\$
6490	Advisory council/committee travel or other expenses	\$	\$
6499	Membership dues in civic or community organizations (not allowable for university applicants)	\$	\$
	Specify name and purpose of organization:		
6499	Publication and printing costs—if reimbursed (specific approval required only for nonprofit organizations)	\$	\$
	Specify purpose:		
Subtotal other operating costs requiring specific approval:		\$1,500.00	\$1,490.00
Remaining 6400—Other operating costs that do not require specific approval:		\$	\$
Grand total:		\$1,500.00	\$1,490.00

In-state travel for employees does not require specific approval. Field trips consistent with grant program guidelines do not require specific approval. See [TEA Guidelines Related to Specific Costs](#) for more information about field trips. For a list of unallowable costs and costs that do not require specific approval, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #11—Capital Outlay (6600/15XX)County-District Number or Vendor ID: **015916**

Amendment number (for amendments only):

15XX is only for use by charter schools sponsored by a nonprofit organization.

#	Description/Purpose	Quantity	Unit Cost	Year 1	Year 2
6669/15XX—Library Books and Media (capitalized and controlled by library)					
1		N/A	N/A	\$	\$
66XX/15XX—Technology hardware, capitalized					
2			\$	\$	\$
3			\$	\$	\$
4			\$	\$	\$
5			\$	\$	\$
6			\$	\$	\$
7			\$	\$	\$
8			\$	\$	\$
9			\$	\$	\$
10			\$	\$	\$
11			\$	\$	\$
66XX/15XX—Technology software, capitalized					
12			\$	\$	\$
13			\$	\$	\$
14			\$	\$	\$
15			\$	\$	\$
16			\$	\$	\$
17			\$	\$	\$
18			\$	\$	\$
66XX/15XX—Equipment, furniture, or vehicles					
19			\$	\$	\$
20			\$	\$	\$
21			\$	\$	\$
22			\$	\$	\$
23			\$	\$	\$
24			\$	\$	\$
25			\$	\$	\$
26			\$	\$	\$
27			\$	\$	\$
28			\$	\$	\$
66XX/15XX—Capital expenditures for improvements to land, buildings, or equipment that materially increase their value or useful life					
29				\$	\$
Grand total:				\$	\$

For a list of unallowable costs, as well as guidance related to capital outlay, see the guidance posted on the Division of Grants Administration [Grant Management Resources](#) page.

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Schedule #12—Demographics and Participants to Be Served with Grant FundsCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 1: Student Demographics. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comments section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program.

Total enrollment:			22,972	
Category	Number	Percentage	Category	Percentage
African American	5,336	23%	Attendance rate	95.6%
Hispanic	12,592	55%	Annual dropout rate (Gr 9-12)	3.8%
White	3,766	16%	TAKS met 2011 standard, all tests (sum of all grades tested; standard accountability indicator)	69%
Asian	416	2%	TAKS commended 2011 performance, all tests (sum of all grades tested)	10%
Economically disadvantaged	16,242	71%	Students taking the ACT and/or SAT	64%
Limited English proficient (LEP)	1,885	8%	Average SAT score (number value, not a percentage)	1321
Disciplinary placements	441	1.7%	Average ACT score (number value, not a percentage)	18.9

Comments

Part 2: Teacher Demographics. Enter the data requested. If data is not available, enter DNA.

Category	Number	Percentage	Category	Number	Percentage
African American	239	15.59%	No degree	38	2.79%
Hispanic	406	26.48%	Bachelor's degree	913	66.98%
White	857	55.90%	Master's degree	406	29.79%
Asian	25	1.63%	Doctorate	6	.44%
1-5 years exp.	393	28.83%	Avg. salary, 1-5 years exp.	\$46,785	N/A
6-10 years exp.	362	26.56%	Avg. salary, 6-10 years exp.	\$47,451	N/A
11-20 years exp.	337	24.72%	Avg. salary, 11-20 years exp.	\$50,471	N/A
Over 20 years exp.	147	10.79%	Avg. salary, over 20 years exp.	\$58,393	N/A

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Schedule #12—Demographics and Participants to Be Served with Grant Funds (cont.)County-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 3: Students to Be Served with Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	852	1,769	1,902	1,754	1,820	1,720	1,738	1,667	1,687	1,776	1,814	1,683	1,575	1,147	22,904
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	852	1,769	1,902	1,754	1,820	1,720	1,738	1,667	1,687	1,776	1,814	1,683	1,575	1,147	22,904

Part 4: Teachers to Be Served with Grant Funds. Enter the number of teachers, by grade and type of school, projected to be served under the grant program.

School Type	PK (3-4)	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Public	DNA	DNA	90	91	85	88	79	DNA	DNA	DNA	DNA	DNA	DNA	DNA	1,363
Open-enrollment charter school															
Public institution															
Private nonprofit															
Private for-profit															
TOTAL:	DNA	DNA	90	91	85	88	79	DNA	DNA	DNA	DNA	DNA	DNA	DNA	1,363

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By TEA staff person:

Schedule #13—Needs AssessmentCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Although Judson ISD is 100% highly qualified, the District's teacher turnover rate is 21%. During the 2012-2013 school year, JISD had 1,318 teachers and 276 resigned.

The following table represents the results of the Judson ISD teacher retention needs assessment:

Campus ID#	Campus	2013-2014 Total Enrollment	2013-2014 % of Economically Disadvantaged	2012-2013 Allocations	2012-2013 Exits	2012-2013 Turnover Rate
001	Judson High School	3,395	51%	184	51	28%
003	Judson Learning Academy	78	54%	4	0	0%
005	Judson Secondary Alternative School	39	74%	132	1	1%
008	Karen J Wagner High School	2,236	74%	132	40	30%
009	Judson Early College Academy	443	48%	20	7	35%
041	Kirby Middle School	943	88%	58	18	31%
042	Kitty Hawk Middle School	1,312	58%	73	15	21%
043	Woodlake Hills Middle School	935	74%	61	11	18%
044	Metzger Middle School	943	77%	60	15	25%
045	Judson Middle School	986	70%	56	6	11%
101	Converse Elementary School	786	75%	36	14	39%
102	Joseph H Hopkins Elementary School	864	90%	37	4	11%
103	Edward E Franz Elementary School	386	74%	19	3	16%
104	Coronado Village Elementary School	540	69%	27.5	11	40%
105	Park Village Elementary School	633	96%	29	9	31%
106	Crestview Elementary School	615	73%	28	2	7%
107	Woodlake Elementary School	745	77%	32	6	19%
109	Olympia Elementary School	458	47%	21	2	10%
110	Spring Meadows Elementary School	594	82%	32	3	9%
111	Millers Point Elementary School	616	80%	30	6	20%
112	Candlewood Elementary School	642	92%	31	8	26%
113	Elolf Elementary School	743	76%	34.5	8	23%
114	William J Paschall Elementary School	793	90%	31.5	6	19%
115	Mary Lou Hartman Elementary School	826	84%	44	5	11%
116	Ricardo Salinas Elementary School	915	59%	41	8	20%
117	James L Masters Elementary School	802	71%	33.5	10	30%
118	Rolling Meadows Elementary School	665	45%	31	7	23%
TOTAL		22,933	71%	1,318	276	21%

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Schedule #13—Needs Assessment (cont.)County-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority.

Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How implemented Grant Program Would Address
1.	Judson ISD will develop and implement an Empowered Effective Educators (E ³) program in order to improve teacher retention rates.	<p>Judson ISD must engage teachers in a stronger cycle of continuous professional learning. Professional learning, at its heart, must share the same attributes as student learning – it must be purposeful, supportive, and meaningful, which are the three attributes at the heart of Judson ISD's Instructional Practice Framework. Judson ISD will engage in three activities expected to provide the connective tissue for this professional learning:</p> <ul style="list-style-type: none"> • Pilot a peer-to-peer learning practice that is personalized and strengthens feedback • Build teacher leadership capacity to support professional learning (The E3 Team) • Identify more professional learning time (resource optimization). <p><u>Peer-to-Peer Learning Practice</u> The goal for E³ is to connect teachers to resources. Some resources already exist, other expert teachers; some resources need to be strengthened and provided, such as the E³ team and protocol training respectively. These resources, woven together, will maximize focus and efficiency in professional learning. Some of the resources exist in an organized hierarchy within the district; but other aspects must be created at the school- and classroom-levels. In particular, the existing hierarchy is very skilled at compliance-oriented tasks and E³ will build the capacity to shift to a more support-oriented framework.</p> <p><u>Build Teacher Leadership Capacity</u> Judson ISD's key milestone is to form a team comprised mostly of teachers to manage this work as a new kind of hybrid team. This is a high-functioning team and as a team they will balance administrative and teacher needs.</p> <p><u>Identify More Professional Learning Time (Resource Optimization)</u> The key step in finding more time is convening school leaders and teachers to identify potential schedule configurations to allow for more professional learning time.</p>

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Schedule #14—Management PlanCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Title	Desired Qualifications, Experience, Certifications
1.	Grant Project Director	<p>The Grant Project Director, under the supervision of the Director of Federal Programs and Grants, shall oversee all aspects of the grant implementation.</p> <p>Education and Certification Requirements: BA degree required, Master's degree preferred, Valid Texas Certification, and Three years teaching experience</p>

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Hire an E ³ Project Director	1. Post job description	04/01/2014	04/15/2014
		2. Interview for project director position	04/15/2014	04/30/2014
		3. Hire project director	05/01/2014	05/15/2014
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
2.	Formalize E ³ team.	1. Identify 27 (1 per campus) Empowered Teachers	04/01/2014	05/15/2015
		2. Form groups (grade level and subject)	04/01/2014	05/15/2015
		3. Identify professional development needs and common professional learning interests.	04/01/2014	05/15/2015
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
3.	New Teacher Induction Program	1. Identify mentees – new teachers	04/01/2014	08/01/2015
		2. Identify mentors – master teachers	04/01/2014	08/01/2015
		3. Develop professional development calendar	04/01/2014	08/01/2015
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
4.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX
5.		1.	XX/XX/XXXX	XX/XX/XXXX
		2.	XX/XX/XXXX	XX/XX/XXXX
		3.	XX/XX/XXXX	XX/XX/XXXX
		4.	XX/XX/XXXX	XX/XX/XXXX
		5.	XX/XX/XXXX	XX/XX/XXXX

Grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.

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Schedule #14—Management Plan (cont.)County-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Judson Independent School District currently uses the following program evaluation as a model for monitoring the attainment of goals and objectives. This program evaluation is conducted yearly.

**PROGRAM EVALUATION****School Year:****Campus/Department Name:**

Cost	Funding Source	Program(s) (Title of the Program/Initiative)	Grade or Group	Was funding this program/initiative an effective use of funds? Attach specific data including TAKS if applicable, STAAR, CBA, iStation, etc. to justify response.	What challenges did this program and/or activity encounter on your campus?	What changes would you recommend to improve the effectiveness of this program and/or activity?	Will you continue funding this program and/or activity?

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Judson ISD will continue the new teacher induction program at the end of the grant period.

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Schedule #15—Project EvaluationCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	New teacher induction/mentor program formative assessment	1.	Mentor Survey, Mentee Survey, Administrator Survey
		2.	TAPR data
		3.	Reflective feedback – evidence of interactive journals
2.	JISD retention rate	1.	Evaluate the percentage of teachers that exit the school district yearly
		2.	TAPR data
		3.	
3.		1.	
		2.	
		3.	
4.		1.	
		2.	
		3.	
5.		1.	
		2.	
		3.	

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PEIMS, TAPR, and STAAR data will be collected for all mentors and mentees including demographic data will be incorporated.

E³ mentor, beginning teacher, mentor, and administrator surveys will be administered online to participants using Survey Monkey

In addition, teacher retention rates will also be collected and analyzed for evaluation purposes.

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Statutory Requirement 1: Required - Describe the components of the induction system, including a mentorship or instructional coaching program, with details such as mentor selection and training, mentor stipends, mentor/mentee meetings and release time, and mentee observation opportunities. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Comprehensive New Teacher Induction

Comprehensive induction programs are defined as opportunities to collaborate in small learning communities, observe experienced colleagues' classrooms, be observed by expert mentors, analyze their own practice, and network with other novice teachers (Smith & Ingersoll, 2004). Teachers learn about exemplary teaching by seeing what it looks like, talking about it, and experimenting in their own classrooms. Quality induction must sanction time for teachers to be observed and reflect on their own teaching, as well as on their students' learning (Darling-Hammond et al., 2009).

Teachers are socialized in various ways including the observation of their previous teachers known as the apprenticeship of observation (Lortie, 1975), their preparation programs, and especially their first on-the-job experiences. Teachers often underestimate the demands that will be placed on them in their first year of teaching. As a result, they struggle when the support system is not strong enough to help them implement the ideas and knowledge that they learn in their preparation years (Villani, 2002). The following sections summarize research on effective components of comprehensive Induction programs including mentoring, professional collaboration, and the aspects of school environments that impact beginning teachers.

Mentoring

First year teachers are typically focused on developing their practice and do so by gathering information to improve technical skills (Gabriel, 2010). In this crucial developmental stage, research has shown that teachers who were provided a mentor from the same content area, and received support in their first year of teaching, including planning and collaboration with other teachers, were less likely to leave the profession after their first year (Smith & Ingersoll, 2004). The guidance of a mentor can support new teachers to make decisions as part of an experienced team, rather than in isolation. Effective mentors use inquiry-based questioning and support meaningful teaching and learning through an analysis of individual needs and goals based on teacher standards (Feiman-Nemser, 2001). Furthermore, Fletcher, Strong, and Villar (2008) established a mentoring-achievement link, noting that more hours of mentoring yielded higher student achievement gains compared with others teachers who spent less time with a mentor. In sum, instructional mentoring is effective when it is consistent and based on an explicit vision of good teaching as well as an understanding of teacher learning (Feiman-Nemser, 2001).

Professional Collaboration

In addition to mentoring, professional collaboration is a key component of a successful induction program. Learning to teach is a process, not solely a function of a teacher preparation program or induction experiences, and teachers need opportunities to continuously learn and improve their practice. Hord and Sommers (2008) argued the best form of professional development includes providing opportunities for reflection on practice to develop teachers' understanding of content, pedagogy, and learners. In addition to increasing teacher learning and student achievement, professional collaboration further increases teacher job satisfaction (Berry, Daughtrey, & Wieder, 2010). Quality teachers with experience and content knowledge exist in many schools and are often the most untapped resources.

At a time when many schools and teachers feel pressure from national, state, and district mandates to improve test scores, many successful schools are turning to teachers and tapping into their rich knowledge base via professional learning communities (PLCs). PLCs, or teacher study and support groups, operating within the school day can help new teachers collaboratively look at instructional practices and curriculum (DuFour, 2007). These types of structures on the school campus can be helpful for new teachers to receive continual support in developing their curriculum and repertoire of best teaching practices. Such programs can be structured in ways that provide teachers with consistent and meaningful collaboration with colleagues, afford them opportunities for learning, and allow them to be learners alongside their students (Meier, 2002; Metropolitan Life Insurance, 2010).

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Statutory Requirement 2: Required - Describe the steps taken in conducting multiple observations for teachers throughout the school year and identify what observation rubric is used, who is trained and deployed to observe teachers, and the goals of both pre- and post-observation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Judson ISD uses the Professional Development and Appraisal System (PDAS) The PDAS requires:

- Mandatory teacher orientation
- Specific appraiser qualifications
 - The teacher-appraisal process requires at least one certified appraiser.
 - A campus administrator who is a certified PDAS appraiser and approved by the school district board of trustees shall conduct a teacher's appraisal.
 - A campus administrator includes a principal, an assistant principal who holds an administrator certificate established by the State Board for Educator Certification.
- Appraisal training for teachers
- Appraisal based on performance in fields and teaching assignments for which the teacher is certified
- At least one 45-minute observation
- Additional walk-throughs and observations at the appraiser's discretion
- Cumulative data from additional written documentation
- Pre- and/or post-observation conferences at the request of the teacher or appraiser
- A Teacher Self-Report Form that includes:
 - Documentation by the teacher of the teaching or reinforcement of TAKS objectives, as well as other contributions to the improvement of student academic performance;
 - An annual description of professional development activities; and
 - Discussion of targeted areas for professional growth.
- An annual written summative appraisal report and conference

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Statutory Requirement 3: Required - Describe the formal evaluation process, including what evaluation rubric is used, the domains addressed and the evidence sought to support evaluation results, including multiple measures of teacher performance, such as student growth, teacher self-assessment and student evaluations, who conducts formal evaluations, the timing (when and how long) of formal evaluations, and the process and content of summative evaluation meetings. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Judson ISD will use the Professional Development and Appraisal System (PDAS) for the formal evaluation process.

The PDAS scoring criteria will be used as the evaluation rubric.

The PDAS requires:

- Mandatory teacher orientation
- Specific appraiser qualifications
 - The teacher-appraisal process requires at least one certified appraiser.
 - A campus administrator who is a certified PDAS appraiser and approved by the school district board of trustees shall conduct a teacher's appraisal.
 - A campus administrator includes a principal, an assistant principal who holds an administrator certificate established by the State Board for Educator Certification.
- Appraisal training for teachers
- Appraisal based on performance in fields and teaching assignments for which the teacher is certified
- At least one 45-minute observation
- Additional walk-throughs and observations at the appraiser's discretion
- Cumulative data from additional written documentation
- Pre- and/or post-observation conferences at the request of the teacher or appraiser
- A Teacher Self-Report Form that includes:
 - Documentation by the teacher of the teaching or reinforcement of TAKS objectives, as well as other contributions to the improvement of student academic performance;
 - An annual description of professional development activities; and
 - Discussion of targeted areas for professional growth.

An annual written summative appraisal report and conference

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Statutory Requirement 4: Required - Describe the accommodations that will allow for regular collaboration opportunities within the school week for teachers to discuss and share pedagogical strategies. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers with 0-2 years of experience will be provided one school business leave day during the school year in order to observe other teachers and/or collaborate with other teachers. The E³ program grant funds will pay for the substitute.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015916

Amendment # (for amendments only):

Statutory Requirement 5: Required - Describe the steps taken to plan, provide and/or facilitate professional development activities and opportunities within the school week tied to observation and formal evaluation results as well as both formal and informal student assessment data. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

Teachers with 0-2 years of experience will be provided one school business leave day during the school year in order to observe other teachers and/or collaborate with other teachers. The E³ program grant funds will pay for the substitute.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015916

Amendment # (for amendments only):

Statutory Requirement 6: Required - Describe the strategic compensation plan that differentiates compensation, such as compensation based on responsibilities most closely aligned to improving students' performance and teachers' pedagogical growth, or teacher compensation based on market supply and shortage needs. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The E³ program compensation plan includes a \$700 retention incentive to be paid to all teachers who return from the 2013-2014 school year to the 2014-2015 school year. The actual teacher count to receive the retention incentive will be determined in the fall of 2014.

The E³ teacher retention plan qualifying criteria is as follows:

- Employee must be a permanent JISD employee
- Employee must be a full-time JISD employee
- Employee assignment must be as a teacher
- Employee must have been employed as a JISD teacher no later than April 30, 2014
- Employee must have returned the fall of 2014 and still be employed by JISD as a teacher as of November 15, 2014.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 015916

Amendment # (for amendments only):

Statutory Requirement 7: Preferred - Describe the steps taken in the recruitment and hiring process, including early hiring practices, evidence used to determine the quality of the applicant, of the education preparation program attended, and of previous teaching experience, if applicable. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #16—Responses to Statutory RequirementsCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

Statutory Requirement 8: Preferred - Describe the multiple career pathways for classroom teachers that provide additional opportunities for advancement through responsibilities such as campus leadership, mentorship, instructional coaching, directing collaboration activities, observing teachers, or providing pedagogical professional development to teachers and administrators. Response is limited to two pages, front side only. Use Arial font, no smaller than 10 point.

The Judson Leaders in Education Administration Program (JLEAP) is the district's aspiring administrators preparatory course and support system. The purpose of this cohort is to promote awareness of the district's leadership methodology while making participants knowledgeable of the resources and assistance that Judson ISD has made accessible to administrators and leaders of learning communities within JISD.

JLEAP strives to provide meaningful experiences for all participants by:

- Being useful for participants in the future
- Helping JISD look for applicants for leadership positions
- Enhancing the image of Judson ISD

JLEAP Requirements:

- Three to five years teaching experience with most recent year in JISD
- Current enrollment in a program for Principalship Certification (preferred but not required)
- Admission Portfolio
 - A cover letter addressed to the JLEAP Selection Committee in which you request consideration of your candidacy and discuss why you are interested in campus administration
 - Personal resume containing the following information:
 - Personal Data
 - Formal Education
 - Employment History
 - Professional References
 - Professional Development Activities
 - Professional Leadership Roles and/or Responsibilities

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Schedule #16—Responses to Statutory Requirements (cont.)

County-district number or vendor ID: 015916

Amendment # (for amendments only):

Statutory Requirement 9: If seeking waiver – Describe why waiving the identified section of the TEC is necessary to carry out the purposes of the program as described by the TEC, §21.7011. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 10: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the members of the school district board of trustees. Response is limited to space provided

N/A

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Schedule #16—Responses to Statutory Requirements (cont.)County-district number or vendor ID: **015916**

Amendment # (for amendments only):

Statutory Requirement 11: If seeking waiver – Describe the evidence used to demonstrate approval for the waiver by a vote of a majority of the educators employed at each campus for which the waiver is sought. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

Statutory Requirement 12: If seeking waiver – Describe evidence used to demonstrate that the voting occurred during the school year and in a manner that ensured that all educators entitled to vote had a reasonable opportunity to participate in the voting. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

N/A

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

TEA Program Requirement 1: Provide a needs self-assessment, detailing the challenges the applicant faces in implementing the practices of their local educator excellence innovation plan without grant funds. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Judson Independent School District is unable to fund theE³ teacher retention incentive bonus without the educator excellence innovation plan grant funds.

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Schedule #17—Responses to TEA Program RequirementsCounty-district number or vendor ID: **015916**

Amendment # (for amendments only):

TEA Program Requirement 2: Provide a single, integrated timeline for the anticipated steps necessary to fulfill the plan for each of the various practices in the local educator excellence innovation plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

E³ Program Milestone	Timeline
• Hire an E ³ Project Director	Spring 2014
• Identify 27 (1 per campus) Empowered Teachers form groups (grade level and subject) and identify professional development needs and common professional learning interests.	Spring 2014
• Train 27 Empowered Teachers on selected protocols.	Spring/Summer 2014
• Formalize E ³ team.	Spring/Summer 2014
• Establish processes and routines for E ³ team.	Spring/Summer 2014
• Resources, support, and coaching will be provided to Empowered Teachers on consistent and timely basis by E ³ team.	Spring/Summer 2014
• Convene school leaders and teachers to identify potential schedule configurations to allow for more professional learning time.	Spring/Summer 2014
• Provide schools with options to implement professional learning time schedule configurations for the 2014 – 2015 school year.	Spring/Summer 2014

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Schedule #17—Responses to TEA Program Requirements (cont.)County-district number or vendor ID: **015916**

Amendment # (for amendments only):

TEA Program Requirement 3: Provide evidence of support from affected personnel groups for both the decision to participate in the grant program and for the general parameters of the plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Campus principals have been surveyed regarding the E³ program and are on board 100%.

TEA Program Requirement 4: Indicate whether participation will be district-wide, meaning all campuses in the district will participate in the EEIP, or, if not, provide a list of those campuses that will participate in the EEIP. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

All Judson ISD campuses will participate in the EEIP.

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